



## ANDREWS ELEMENTARY

13072 County Line Rd.  
Andrews, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	800 Students	
<b>Principal</b>	Brian G. Clark	843-264-3419
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Jim Dumm	843-436-7000

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Average</b>
2010	Average	Average
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

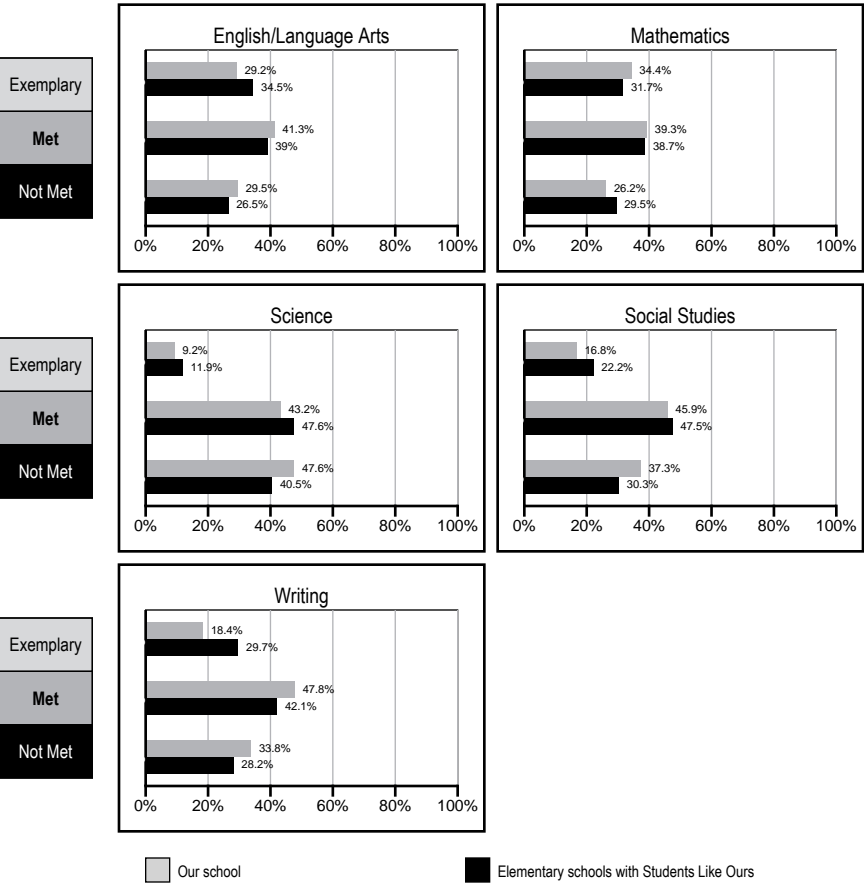
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	15	95	12	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=800)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 1.2%	1.3%	1.1%
Attendance rate	99.3%	Up from 96.4%	95.9%	96.2%
Served by gifted and talented program	9.2%	Down from 10.3%	11.1%	13.4%
With disabilities other than speech	4.5%	Down from 6.8%	4.8%	4.1%
Older than usual for grade	0.5%	Down from 0.6%	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=56)</b>				
Teachers with advanced degrees	67.9%	Up from 64.3%	59.9%	62.5%
Continuing contract teachers	87.5%	No Change	88.2%	88.2%
Teachers returning from previous year	89.2%	Up from 86.9%	87.3%	87.8%
Teacher attendance rate	93.7%	Down from 95.7%	94.9%	95.2%
Average teacher salary*	\$46,555	Up 1.7%	\$46,555	\$46,773
Professional development days/teacher	11.3 days	Down from 16.5 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 18.3 to 1	19.6 to 1	19.9 to 1
Prime instructional time	91.7%	Up from 90.7%	89.7%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 96.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,852	Up 0.3%	\$7,434	\$7,447
Percent of expenditures for instruction**	64.4%	Down from 69.1%	67.2%	68.4%
Percent of expenditures for teacher salaries**	61.9%	Down from 64.6%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

During the 2010-11 school year, the administration, faculty and staff of Andrews Elementary School maintained high expectations for student learning, achievement and professionalism. Our total school program improved because teachers actively engaged in Professional Learning Teams. This professional growth of teachers along with enrichment and intervention for students allowed us to achieve Adequate Yearly Progress...way to go Pandas!!!

Teachers begin each day by actively engaging students in the learning process. Through differentiation, teachers are able to meet the diverse needs of our students. Continuous learning is promoted through the implementation of Balanced Literacy, EveryDay Math, and FOSS Science Kits. These coupled with weekly discussions, monthly data analysis and biannual instructional conferences allow teachers to discuss strategies, best practices, and academic progress.

Through mentoring, modeling lessons, and implementing components of Balanced Literacy, the curriculum coach and learning specialist have assisted teachers and administration in targeting deficiencies in basic early literacy skills of students in all grades. Target goals in literacy and reading are being met. Our Positive Behavior Initiative supports classroom instruction by reducing the number of student referrals. We enjoy a positive school atmosphere because of this reinforcement. Awards ceremonies held quarterly recognize many students for academic achievement, academic and social growth, character development and attendance.

Hats off to each and every Panda Parent! Their active involvement in the education of children is vital to our school's mission. Parents are encouraged and welcome to be an active participant in the education of their children. Our continued support of the Even Start Family Literacy Program, Head Start, and Early Reading First helps parents understand that early intervention in the lives of children will make a difference. Parents are active on the SIC and PTA and willingly volunteer throughout the year in many ways by offering their services to our endeavors.

Continued financial support from the local business community helps our school tremendously. Our community business partners and parents support our Fall Festival and Spring Curriculum Night each school year. Their contributions enable us to purchase incentives such as bicycles given to students with perfect attendance. Our school motto promises each child will have their best beginning at AES. This year we did just that! Congratulations Pandas!

Brian G. Clark, Principal  
Melody Bone, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	62	138	127
Percent satisfied with learning environment	95.2%	95.7%	89.5%
Percent satisfied with social and physical environment	95.2%	89.1%	89.6%
Percent satisfied with school-home relations	82.3%	93.5%	84.9%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	99.3%	94.0%**	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	381	100	29.5	41.3	29.2	79.8	80.1	82.4	Yes	Yes
<b>Gender</b>										
Male	189	100	35.8	39.1	25.1	73.7	76.6	78.7	N/A	N/A
Female	192	100	23.5	43.3	33.2	85.6	84	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	202	100	18.4	42.3	39.3	88.8	88.8	88.9	Yes	Yes
African American	168	100	43.8	39.4	16.9	67.5	70.4	72.9	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	82.1	93	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	79.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	80.4	13.7	5.9	33.3	35.3	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	77	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	292	100	34.5	41	24.5	76.6	73.8	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	381	100	26.2	39.3	34.4	83.1	82.3	81.9	Yes	Yes
<b>Gender</b>										
Male	189	100	28.5	39.7	31.8	81	79.6	79.9	N/A	N/A
Female	192	100	24.1	39	36.9	85	85.3	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	202	100	14.8	40.3	44.9	93.4	90.3	88.9	Yes	Yes
African American	168	100	40.6	37.5	21.9	70	73.2	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.9	94.6	I/S	I/S
Hispanic	11	100	I/S	I/S	I/S	I/S	83.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	56	100	66.7	27.5	5.9	45.1	37.7	47.3	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	81.5	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	292	100	32.7	38.1	29.1	78.8	76.9	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	261	100	47.6	43.2	9.2	52.4	63.4	68.6
Gender								
Male	136	100	50	37.5	12.5	50	64.1	68.3
Female	125	100	45.1	49.2	5.7	54.9	62.7	68.9
Racial/Ethnic Group								
White	150	100	32.6	52.1	15.3	67.4	78.3	80.7
African American	102	100	N/AV	N/AV	N/AV	31.6	46.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	86.7	85.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	61.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	39	100	76.5	20.6	2.9	23.5	25.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	58.7	60.7
Socio-Economic Status								
Subsidized meals	191	100	55.2	39.8	5	44.8	53.6	57.3

Social Studies

All Students	251	100	37.3	45.9	16.8	62.7	70.3	72.5
Gender								
Male	122	100	44.4	41	14.5	55.6	69.1	72
Female	129	100	30.7	50.4	18.9	69.3	71.7	73.1
Racial/Ethnic Group								
White	120	100	23.7	50	26.3	76.3	81.5	81
African American	125	100	50	41.7	8.3	50	57.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.7	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	37	100	57.1	34.3	8.6	42.9	32.4	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	70.9	69.7
Socio-Economic Status								
Subsidized meals	198	100	41.9	45.5	12.6	58.1	61.9	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	141	100	33.8	47.8	18.4	66.2	68.5	73.2	99.3	97.2
Gender										
Male	71	100	44.1	39.7	16.2	55.9	61	67.2	99.4	97.2
Female	70	100	23.5	55.9	20.6	76.5	76.3	79.4	99.3	97.2
Racial/Ethnic Group										
White	73	100	19.4	55.6	25	80.6	80.6	81.5	99.2	96.9
African American	64	100	52.5	39.3	8.2	47.5	54.9	61.3	99.4	97.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	98.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.1	66.7	99.6	97.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	99.9	97
Disability Status										
Disabled	14	100	84.6	7.7	7.7	15.4	13.9	26	99.7	96.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	57.1	65.7	99.7	97.9
Socio-Economic Status										
Subsidized meals	106	100	41.2	44.1	14.7	58.8	59.1	63.2	99.3	97

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	126	100	24.2	37.1	38.7	75.8
	4	149	100	28.8	43.2	28.1	71.2
	5	118	100	21.6	48.3	30.2	78.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	23.3	27.2	49.5	76.7
	4	131	100	36.7	43	20.3	63.3
	5	141	100	27.4	50.4	22.2	72.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	126	100	36.3	24.2	39.5	63.7
	4	149	100	20.5	45.9	33.6	79.5
	5	118	100	24.1	35.3	40.5	75.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	109	100	32	25.2	42.7	68
	4	131	100	23.4	43.8	32.8	76.6
	5	141	100	24.4	45.9	29.6	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	62	100	50	33.9	16.1	50
	4	149	100	47.9	43.8	8.2	52.1
	5	60	100	35	50	15	65
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	56	100	48.1	40.4	11.5	51.9
	4	131	100	53.9	43	3.1	46.1
	5	74	100	35.7	45.7	18.6	64.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	64	100	38.7	50	11.3	61.3
	4	149	100	41.8	46.6	11.6	58.2
	5	58	100	35.7	41.1	23.2	64.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	53	100	21.6	43.1	35.3	78.4
	4	131	100	35.9	53.1	10.9	64.1
	5	67	100	52.3	33.8	13.8	47.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	127	100	43.2	39.2	17.6	56.8
	4	151	100	41.5	38.8	19.7	58.5
	5	120	97.5	31.3	47.8	20.9	68.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	141	100	33.8	47.8	18.4	66.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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